

PROJECT TITLE(S) AND NUMBER(S) PDHAA 536		MISSION/ATO/W OFFICE USAID/Cairo	
PROJECT DESCRIPTION The stated purpose of this project is "to establish an institutional capacity in management development within the MOA to support analysis of needed management change and to improve the skills of middle and upper management in planning, communication and other management areas as well as understanding of agriculture's needs."			
AUTHORIZATION DATE AND U.S. LOP FUNDING AMOUNT 8/80 \$5 million	PES NUMBER 84-6	PES DATE February, 1984	PES TYPE <input type="checkbox"/> Regular <input type="checkbox"/> Other (Specify) <input type="checkbox"/> Special <input type="checkbox"/> Terminal
ABSTRACT PREPARED BY, DATE Emily Baldwin, DPPE/PAAD <i>EB</i> February 20, 1984	ABSTRACT CLEARED BY, DATE John Swanson AGR/A <i>John G. Swanson</i>		
<p>This evaluation was carried out in October, 1983, by a four person team consisting of two U.S. contractors with training expertise and two Egyptian agriculture professionals. This was a mid-term evaluation performed approximately three years after the Project Agreement was signed and approximately eighteen months after the technical assistance contract was signed.</p> <p>In general, the team found the project to be progressing well in establishing a national agricultural management development program. Progress in large part has been attributable to the enthusiastic interest and support of the top management of the MOA and, most importantly of the leadership at the Center for Agricultural Management Development (CAMD); the quality efforts of the Westinghouse technical assistance team have reinforced this progress. At the time of the evaluation, 1,158 mid-level agricultural managers had been trained in 46 courses. These trainees to date represent managers from 13 governorates (exceeding the project target of 8 governorates) and 2 public sector farming organizations. The evaluation team considered the quality of instruction good and the course methodology appropriate to the needs of the trainees.</p> <p>More importantly, former trainees expressed satisfaction with their training and with their improved management performance as a result of the training received. In particular, former trainees emphasized that, through their training at the CAMD, they learned (1) a systematic approach to problem solving and (2) how to work in groups, listen to subordinates and delegate tasks. The supervisors of trainees also noted the positive impact of CAMD training on the work of their employees. In addition, the evaluation team found positive indications of a permanent, self-sustaining institution being built in the CAMD. The leadership and staff of the Center have been innovative in their development of courses and support work of the CAMD, and they are highly motivated to contribute to the growth and development of the Center.</p> <p>Nonetheless, there are some problems that need to be addressed in the project's near future. The CAMD lacks the well-trained personnel sufficient to staff all units adequately. In particular, the Research and Evaluation unit is short-staffed; this, in turn, has meant an inappropriate focus of tasks by this unit to date. The evaluation team recommends a change of staff and a reorientation of the unit's function toward greater support to course design and management analysis. In addition, if the CAMD is to meet the MOA's target for training mid-level managers, it will need to increase its training capacity significantly. Given the progress to date and the support and enthusiasm enjoyed by the CAMD, the evaluation team recommends finding ways to expand the capacity of the CAMD to reach more agricultural managers sooner.</p> <p>Lessons Learned: Although the report itself does not explicitly state lessons learned, one important and obvious lesson is that the enthusiastic interest and support of the host country counterpart agency (in this case, from the top levels of the MOA through the specific leadership of the CAMD itself) is essential for progress and success in institution building.</p>			

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) PART I

Report Control
 Symbol U-447

1. PROJECT TITLE <p style="text-align: center; font-size: 1.2em;">Agricultural Management Development</p>	2. PROJECT NUMBER <p style="text-align: center; font-size: 1.2em;">263-0116</p>	3. MISSION/AID/W OFFICE <p style="text-align: center; font-size: 1.2em;">USAID/Cairo</p>													
4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) 84-6															
<input type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION															
5. KEY PROJECT IMPLEMENTATION DATES <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;">A. First PRO-AG or Equivalent FY <u>80</u></td> <td style="width: 33%; border: none;">B. Final Obligation Expected FY <u>85</u></td> <td style="width: 33%; border: none;">C. Final Input Delivery FY <u>85</u></td> </tr> </table>	A. First PRO-AG or Equivalent FY <u>80</u>	B. Final Obligation Expected FY <u>85</u>	C. Final Input Delivery FY <u>85</u>	6. ESTIMATED PROJECT FUNDING <table style="width: 100%; border: none;"> <tr> <td style="width: 30%; border: none;">A. Total</td> <td style="border: none;">\$ <u>7.2 million</u></td> </tr> <tr> <td style="border: none;">B. U.S.</td> <td style="border: none;">\$ <u>5 million</u></td> </tr> </table>	A. Total	\$ <u>7.2 million</u>	B. U.S.	\$ <u>5 million</u>	7. PERIOD COVERED BY EVALUATION <table style="width: 100%; border: none;"> <tr> <td style="width: 30%; border: none;">From (month/yr.)</td> <td style="border: none;">August, 1980</td> </tr> <tr> <td style="border: none;">To (month/yr.)</td> <td style="border: none;">October, 1983</td> </tr> <tr> <td style="border: none;">Date of Evaluation Review</td> <td style="border: none;">November, 1983</td> </tr> </table>	From (month/yr.)	August, 1980	To (month/yr.)	October, 1983	Date of Evaluation Review	November, 1983
A. First PRO-AG or Equivalent FY <u>80</u>	B. Final Obligation Expected FY <u>85</u>	C. Final Input Delivery FY <u>85</u>													
A. Total	\$ <u>7.2 million</u>														
B. U.S.	\$ <u>5 million</u>														
From (month/yr.)	August, 1980														
To (month/yr.)	October, 1983														
Date of Evaluation Review	November, 1983														

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., airgram, SPAR, PIQ, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
1. Identify ways to expand the capacity of the CAMD to meet the management training needs of the agriculture sector (particularly involving increased CAMD staff and staff training and increased CAMD activities in all governorates and public sector farming companies).	CAMD/USAID	July, 1984
2. Improve the follow-up system for trainees completing the Basic Course.	CAMD/Westinghouse	May, 1984
3. Concentrate on improving ability of the R&E unit to function in direct support of CAMD's management training role; contract out the baseline survey work.	CAMD/Westinghouse	July, 1984
4. Release Westinghouse staff from direct classroom teaching and processing of participant trainees and focus their efforts on development of course and staff needs and other priority tasks.	CAMD/Westinghouse	September, 1984
5. Develop functional statements for each of the five units within CAMD, outlining all courses, objectives, topics covered, and examples of training activities.	Westinghouse/CAMD	May, 1984
6. Collect examples of management problems and organizational issues encountered in other projects and provide them to CAMD for inclusion in relevant course materials.	USAID	June, 1984
7. Determine the video and video production needs of the CAMD, including equipment and staff needs.	USAID/Westinghouse/CAMD	June, 1984

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"><input type="checkbox"/> Project Paper</td> <td style="width: 33%; border: none;"><input type="checkbox"/> Implementation Plan e.g., CPI Network</td> <td style="width: 33%; border: none;"><input type="checkbox"/> Other (Specify) _____</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Financial Plan</td> <td style="border: none;"><input type="checkbox"/> PIO/T</td> <td style="border: none;">_____</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Logical Framework</td> <td style="border: none;"><input type="checkbox"/> PIO/C</td> <td style="border: none;"><input type="checkbox"/> Other (Specify) _____</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Project Agreement</td> <td style="border: none;"><input type="checkbox"/> PIO/P</td> <td style="border: none;">_____</td> </tr> </table>	<input type="checkbox"/> Project Paper	<input type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T	_____	<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	_____	10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT A. <input checked="" type="checkbox"/> Continue Project Without Change B. <input type="checkbox"/> Change Project Design and/or <input type="checkbox"/> Change Implementation Plan C. <input type="checkbox"/> Discontinue Project
<input type="checkbox"/> Project Paper	<input type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify) _____											
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T	_____											
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify) _____											
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	_____											

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles) John Swanson, AGR/A <i>J.S.</i> 3/21/84 Arnold Radi, AGR/A <i>ARN</i> 3/21/84 Raymond Fort, AD/AGR <i>RF</i> 3/24 Norman Sweet, AD/DPPE <i>NS</i> 3/26 Arthur Handly, DD <i>AH</i>	12. Mission/AID/W Office Director Approval Signature <i>M.P.W. Stone</i> Typed Name M.P.W. Stone, Director Date 3-27-84
---	---

2

Interim Evaluation

Agricultural Management Development Project

(263-0116)

November 1983

Evaluation team members:

Daniel F. Creedon

Cheryl Wilson Compton

Osman El Kholy

Ali El Dakroury

Table of Contents

	Page
Acknowledgments	
Evaluation Methodology	
Executive Summary	
Introduction	1
Background	1
Objectives	3
Project Information	4
Staff organization and offices	4
Budget and accounting	5
Incentive structure	7
Project activities	9
AMDP facilities	10
Television and associated audio-visual equipment	14
Selection of trainees	17
Course descriptions	17
Course evaluations	21
Impact on women	26
Impact of conducting courses outside Barrages	27
Appropriateness of Coverdale Egyptian Supplement	28
Resource Book	29
Participant training	30
Adequacy of CAMD staff	34
Contribution of TA team	36
CAMD's relationship with the governorates and public sector farms	39
CAMD's information flow to MOA and other linkages	40
Spread effect	42
Conclusions and Recommendations	43
Conclusions	43
Recommendations	48
Annexes	
A. Project implementation letter #6 correspondence, February 1983.	
B. Project implementation letter #6 correspondence, January 1981.	

Annexes (continued)

- C. Budget data
- D. Number of trainees by course and
Employment location
- E. Course evaluation questionnaire
- F. Evaluation team "follow-up" discussions
with CAMD trainees
- G. Basic course schedules by topic
- H. The Place of Training in the Sectoral
Approach for Agricultural Development

5

Acknowledgments

The evaluation team would like to recognize and express its appreciation to all persons who assisted in the completion of this evaluation. They include the CAMD staff and trainees, the Westinghouse technical assistance team, and USAID/Cairo officials. Also to be recognized are the MOA personnel, particularly those in Port Said, Alexandria, Tanta, and Mariut, for participating in the review process.

Evaluation Methodology

The evaluation team consisted of four members: a training specialist (contracted), an educational evaluator (contracted), the First Undersecretary of the MOA, and the Dean of the College of Agriculture, Menufia University in Egypt. Schedules allowed for limited involvement by the Egyptian team members, however, the full team was able to discuss the project and make recommendations.

One member of the evaluation team was able to spend time at AID Washington and at Westinghouse Overseas Service Corporation Columbia, Maryland, prior to his arrival in Egypt for project briefings. The evaluation team spent three weeks in Egypt conducting the evaluation. The first two weeks were spent in data collection with the final week in evaluation and reporting. Three full days were spent at CAMD located at Barrages Training Center. These days were spent observing class sessions, interviewing staff and trainees, and evaluating facilities. One day was spent at Mariut observing an OD session, and a total of three days were spent in Port Said, Tanta and Alexandria. In these locations the team was able to discuss the various training programs with both current and former trainees. The team also visited with MOA administrative staff and CAMD trainers at these locations. Time was also spent at both the USAID Mission and MOA in Cairo interviewing administrative staff associated with AMDP.

7

Project evaluation data were collected by observation, interview, and review of project documents. The time constraints and personnel limitations on the evaluation team indicated that these methods of data collection would be the most appropriate means of gaining an understanding of the project. In all instances the team felt staff members and trainees were open and frank in their discussions with the team.

Because of the distances and time involved in travel throughout Egypt, the team was limited in the number of on-site contacts it was able to conduct. It also experienced some communication barriers due to language differences. However, because it was able to observe various class sessions as well as visit CAMD, three governorates, and one public sector farming company, the team feels the evaluation is representative of the total project.



Executive Summary

Between 1977 and the present, November 1983, the U.S. Government has been assisting the Ministry of Agriculture (MOA) in establishing a training center to improve the managerial practices of middle managers in the MOA. The current project began as a pilot program employing research knowledge gained from a centrally funded Managing Planned Agricultural Project (931-11-190-209). This program, developed principally by the Government Affairs Institute/Public Administration Service (GAI/PAS) is based on a study of worldwide management practices. It centers around short courses in basic management tools, using course material drawn in part from local experience and followed up with continuing consultation with participants. The Egyptian portion of this project began in 1977 and terminated in 1980.

Based on both the initial results of this project, and its potential for improving managerial practices in the MOA, and hence by implication, farmer assistance, USAID/Cairo designed and approved a follow-on project Agricultural Management Development project (263-0116). It is for this project that the evaluation team has concluded an interim evaluation in the fall of 1983.

Significant dates:

The project paper was approved on August 7, 1980.

The Project Agreement was signed August 26, 1980.

The technical assistance contractors signed May 19, 1982.

9

There is a history associated with the selection of a contractor by the host country. The history for the purpose of this interim evaluation is important only because the technical assistance contract with Westinghouse Overseas Service Corporation was not signed until May 1982, twenty-one (21) months after the beginning of the project. Because of the time it took to obtain a technical assistance contractor many of the events and their associated dates, given in the project paper, have slipped. The project assistance completion date has been changed (PIL #11) from December 31, 1984 to June 30, 1985.

An initial indication of GOE/MOA acceptance of this project is seen in the continued operation of the Center for Managerial Development during the 24 month period when technical assistance was not available. AID funding was available during the period.

This project is an institution building project. Its goal is to establish a management training center that will improve management and managerial practices in the Egyptian Ministry of Agriculture, a Center that will function, as envisioned by the project paper, after the withdrawal of USAID support. To do this USAID and the MOA have jointly funded the Center for Agricultural Management Development (CAMD)* for a total of \$ 7,234,000. USAID grant funds total \$ 5,000,000 and GOE funds amount to \$ 2,234,000. To date \$ 3,000,000 of project funds have been expended \$ 1,600,000 from the U.S. side and \$ 1,400,000 from the GOE.

* change in name

The target group for the project is the various middle managers located in the MOA with an emphasis on managers in 13 of the 18 Governorates and the various public sector farming organizations. The intent is to provide these middle managers with basic managerial skills. This phase of the project has proceeded in a very satisfactory manner. To date 1158 managers have been trained and 46 courses completed. The number of Governorates receiving training has been increased from the project goal of 8 to a total of 13. CAMD is also working with 2 public sector farming organizations.

The quality of instruction is very good. The ideal course content is somewhat difficult to assess given the large number of topics that might be covered. Nevertheless, the evaluation team recommends that CAMD stay with its Basic Course curriculum, that it continue on its current path of incorporating management training in an Egyptian context.

More work needs to be done on the Advanced Course. CAMD is well aware of this need, but is handicapped by the limited ability of the Research and Evaluation (R&E) Unit to function according to project design. Once this unit assumes its designed function, it will generate the information necessary to design and develop a germane curriculum for the Advanced Course.

Lack of well-trained staff is the major reason for the lack of success of the R & E unit. This situation has also been aggravated by assignments which may be of considerable concern to CAMD and the MOA, but limit the ability of the R & E unit to undertake course development and evaluation functions needed by CAMD. It is the hope of the evaluation team that CAMD will be able to contract out the current survey work and concentrate on improving the ability of the R & E unit to function in course design and management analysis tasks.

Intangibles often indicate project success, and the likelihood of the project continuing after AID's project completion date is reached is great. The evaluation team found the project to be a major and positive concern of top management in the MOA. The senior management personnel in the Governorates that the team visited were very enthusiastic in their support of CAMD. In fact, they were requesting more services than CAMD's limited staff can provide in the time requested. The same positive attitude was also found in the public sector farming organizations.

Trainees completing major courses in CAMD develop individual managerial improvement plans to be implemented upon returning to their jobs. CAMD's trainers have attempted to follow up with individual trainees the implementation of their improvement plan, as well as identifying problems trainees have had in using skills taught at the Center. This type of individualized follow-up was called for in the project paper. In practice and with the increased course offerings, it has proven to be an impossible task. Simply stated, the number of trainees graduating from courses exceeds the ability of the Center to provide individual consultations. Hence, there has been a shift to holding follow-up workshops for groups of trainees. At these workshops individual plans are reviewed and basic skills' review sessions held. This strategy seems appropriate.

A number of Special Courses have been designed and held. Staff Development activities are proceeding as planned. This, however, will be an ongoing need for the foreseeable future.

An Organizational Development (OD) Unit was formed last April. This was an excellent innovation and is very much in keeping with CAMD's charter. Although a new unit, it is already operating in two public sector farms and has been asked by one Governorate to begin work with it. This unit will generate information on MOA management problems that should be fed back into the design of training programs. In addition, if successful, it will reduce the time it takes to influence management change within MOA.

The GOE has moved quickly to construct facilities it had agreed to at CAMD. Bids have been requested to refurbish a building for a Learning Resource Center and to construct a cafeteria. Buildings are being maintained and are clean.

An expanded video facility is in the planning stages. The MOA apparently would like to make CAMD the Center for video productions in support of all its training activities. The logic of this proposal is good. The problem will be to insure that there is a properly trained staff to use and maintain the equipment and that a utilization plan be drawn up and implemented. If these latter items are not addressed, then further expansion would be inappropriate at this time.

In the Agricultural Management Development Project (263-0116) // the mission has at this time a very successful project. It needs continued support and management guidance from the mission. The Westinghouse Technical Assistance Team is fully committed to the project and works hand in hand with the Director General of the project, Dr. Essam Gheith and his Deputy Director Mr. Ibrahim Mahmoud Ali. The staff of the Center is knowledgeable and hard working.

USAID/Cairo should, with CAMD staff, begin to look at the possibility of carefully expanding management training in some fashion; possibly satellite training centers and perhaps in other ministries with responsibilities in the agricultural field.

Footnote :

Good projects or programs share one common element that is first rate leadership and concerned management. CAMD is very fortunate in having two excellent managers, Dr. Essam Gheith and Mr. Ibrahim Mahmoud Ali. In fact CAMD seems to have benefited from good managers from its beginning in 1978 both on the Egyptian and U.S. side. However, one can not work for three weeks with a man like Dr. Gheith and not be aware that one is watching an exceptional manager. He has an excellent understanding of how to build, and develop an organization and work for acceptance within a very large, geographically dispersed, bureaucratic ministry. Many managers are concerned with structure, finance and the process of building a large organization, often with little concern for the quality of the product resulting. This is not the case. His leadership, is broadly based. It is exercised by a man who is intent on building management into agriculture in order to improve both the production and the managerial processes in the MOA.

Unfortunately, El Geith has been transferred out of the project. The announcement will be made very soon.

R Fort 3/25

15

Introduction

The Agricultural Management Development Project (263-0116) (AMDP) was started in 1982 as a joint venture between USAID and the GOE. The implementing agency for the GOE was the Center for Management Development (CMD), now called the Center for Agricultural Management Development (CAMD) within the Ministry of Agriculture (MOA), and the contracting agency for technical assistance is Westinghouse Overseas Service Corporation.

Background:

The Ministry of Agriculture and Food Security (MOA), with an estimated 150,000 employees has broad responsibilities throughout Egypt in all phases of animal and crop production. It has been determined that in order to carry out these responsibilities middle and upper-level employees of the MOA must be effective managers as well as qualified technicians.

The AMDP was designed as a follow-up to the Agricultural Sector Implementation Project (ASIP) conducted between 1977-80. This project was designed to make middle and upper level managers more effective by training them in basic management skills. Two previous evaluations of this project indicated some problems with the approach used for management training. They were:

1. The emphasis was entirely on staff training and conducting the courses. Little emphasis was given to establishing the project within the MOA.

2. The course emphasized developing practical management skills, yet it did not give participants a firm grasp on how to fit those skills into management in general.
3. Training materials using Egyptian examples and problems were not adequate.
4. Follow-up with course participants was not adequate.
5. There was little attention to the analysis and assessment of management needs within the MOA.

In September 1982 the technical assistance (TA) team began work in CAMD. After two months it was determined by Westinghouse and the MOA that the Chief of Party was not effective. The decision was made to change personnel in this position and that was done in December 1982. Since that time the TA team has given significant input to CAMD and the project has been fully operational.

Objectives:

The GOE has clearly stated the national importance of improving managerial skills and practices within its agriculture sector. USAID/Cairo has concurred in this need and through AMDP (263-0116) provided resources to address the problem. The immediate objectives of this project are to: (1) establish a national agricultural management development program for middle and upper level managers, (2) establish an analytical capacity for identifying and solving management problems in public institutions serving agriculture, and (3) establish an institutional base and trained staff to carry out these functions.

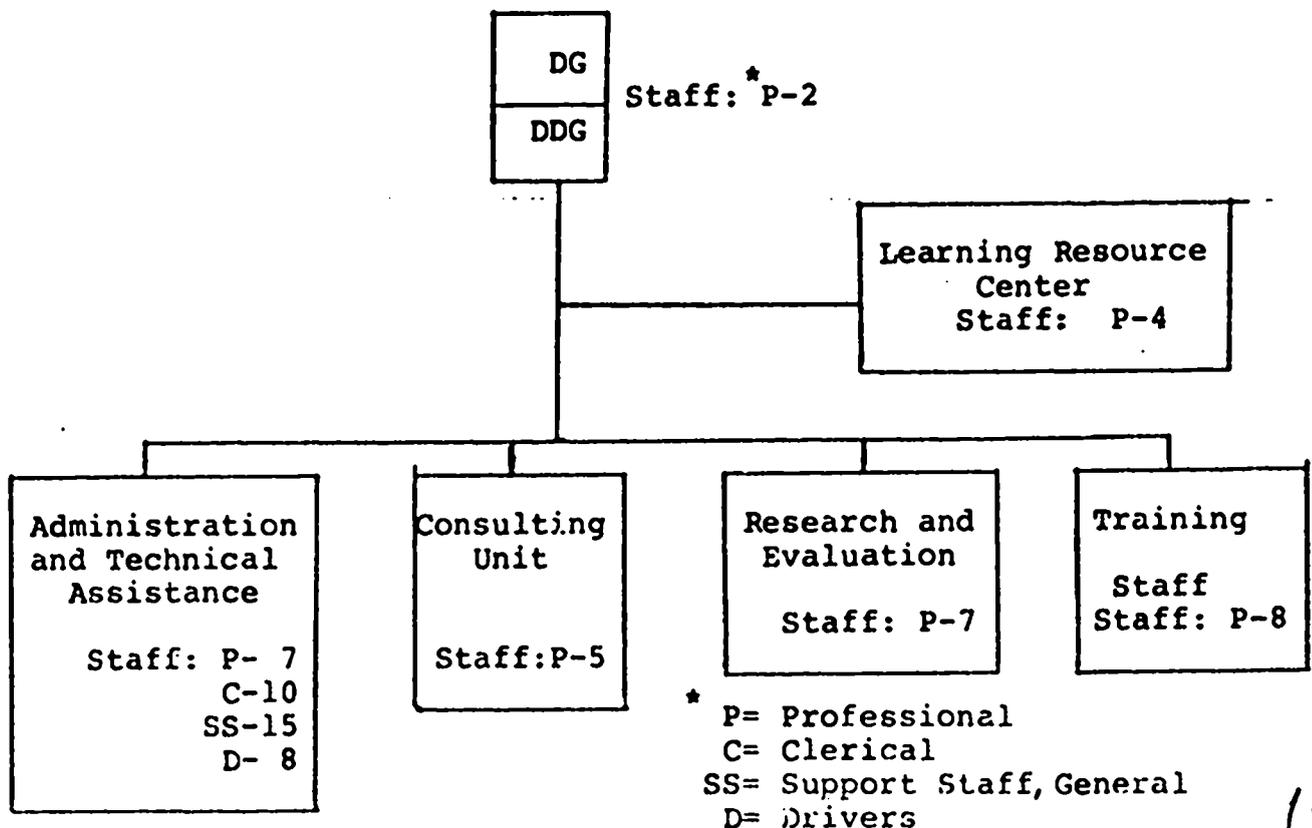
At the time of the interim evaluation, November 1983, AMDP is moving in a very solid manner towards the achievement of these objectives.

Project Information .

Staff organization and offices:

The CAMD administrative and technical assistance staff have offices at the MOA in Dokki, Cairo. They also have offices at the CAMD at Barrages, north of Cairo. Barrages Training Center is the location of the residential management training program. Other training facilities in governorates are also used by CAMD staff for training programs and workshops.

The CAMD is headed by a Director General (DG), Dr. Essam Gheith with a Deputy Director General (DDG) Mr. Ibrahim Mahmoud Ali. The DDG supervises the daily functioning of the CAMD programs. The CAMD includes the following units, administration, organizational development, research and evaluation, training, and a learning resource center. The organizational chart follows with number of staff in each unit.



Budget and Accounting:

The evaluation team was able to track U.S. funds used in the project; both those held by the Egyptian government and USAID/C.

Amendment One to Project Implementation Letter #6 (PIL) is one of the basic operational financial documents (Attachment A) In addition to simplifying accounting practices, it reprogrammed funds within the various budget line items.

Per diem issues between GOE/MOA and USAID/C seemed to have been cleared up in January '81 (Attachment B). The evaluation team could not find any evidence in USAID/C Controllers Office or from the AID project manager that the per diem or travel has interfered with attendance at CAMD Courses at the Barrages. Inquiries on the Egyptian side at the Barrages Center or at the Governorates did not uncover any per diem or travel issues. Trainees at the Barrages did not complain of a per diem issue. Trainee per diem is being paid by the Egyptians from Egyptian funds. Trainer per diem is being paid by the project.

The Director General and his staff made available to the evaluation team considerable Egyptian financial data. This included incentive payments, individual salary schedules and related operating costs. To the extent that we could become acquainted with the Egyptian accounting system and from the information available, all seems to be in order albeit the difference in systems.

The evaluation team examined the project financial reports for March, 1983 and August, 1983 (March report Annex C.) Items in the report were checked against the indicated expenditures. All seemed to agree.

The table given below indicates project financial resources by year allocated by GOE and USAID.

PROJECT FINANCIAL RESOURCES

Year	Egyptian	American	Total
	Share	Share	
1979	L.E. 25,000	L.E. 13,663.623	L.E. 38,663.623
1980	25,000	3,844.398	28,844.398
1981	187,600	243,276.000	261,876.000
1982	367,500	239,234.500	606,734.500
1983	478,800*	186,312.794	525,412.794
1984	359,100		351,100.000
	L.E. 1,443,000	686,431.315	2,129,431.315

* This figure represents January 1, 1983 - June 30, 1984 because of a change in the fiscal year.

Incentive Structure:

Traditionally in the Arab Republic of Egypt (ARE) monetary incentives are paid to individual employees in addition to monthly salaries when they are employed in special projects, particularly those involving work with foreign personnel. AMDP Egyptian employees at CAMD do receive these incentive payments. Incentive payments are made by the GOE.

CAMD has had a system of incentive payments since its inception. These payments were authorized by and made at the discretion of the project director, Dr. Essam Gheith. They were defined as a percentage of the employee's salary, not to exceed 200 %.

In summer 1983, the project director wanted to increase staff productivity. As a result, he implemented a new system of incentive payments. The new structure is one which rewards participation in work of the CAMD. The monetary incentive is tied directly to the amount of work involvement by the employee. A point system has been developed covering activities of employees including teaching, preparation of materials, acting as a course director, continuing education and staff development. At the end of each month earned points are totaled and are worth a given number of Egyptian pounds. This structure was designed and implemented by the Egyptian management staff at CAMD.

In the two months since the implementation of the new system response by the CAMD staff has been dynamic and positive. Staff members are actively enrolled in staff development activities and many are pursuing course work for advanced degrees. They have been involved in course evaluation and curriculum development both of which are rewarded by increased incentive payments. They have increased teaching loads, thus directly increasing the numbers of trainees involved in the management development programs. When asked about the new incentive payment system, they had very positive responses and indicated they wanted it continued. At this time the evaluation team feels it is an improvement and will increase staff productivity. The evaluation team would also caution that enthusiasm for participation in work based on incentives could lead to having staff members burdened with too many responsibilities. By closely supervising staff activities the new incentive payment system can be used to effectively increase the programming at CAMD.

Project activities:

CAMD is now actively working with thirteen governorates on management development. They have had limited activity with MOA staff in five additional governorates. Total number of trainees since the inception of the CMD in 1978 is 1158. This includes trainees involved in any of the courses and workshops. These include the Basic (or Core) Course, Advanced Course, and Special Courses of Organization and Communication, Evaluation, or Planning, or Finance. The CAMD also has organizational development activities with public sector companies and one governorate MOA management staff. Table 1 shows the increase in number of trainees at CAMD by year since its inception.

Table 1
Number of CAMD Trainees by Year

<u>Year</u>	<u>Number</u>	<u>% of Total</u>
1978	71	6.1
1979	91	7.8
1980	112	9.7
1981	140	12.1
1982	223	19.3
1983 (Jan.-Oct.)	521	45.0
	1158	100

AMDP Facilities:

AMDP has facilities at the MOA office complex and Barrages Training Center. They also use training centers in governorates as needed, particularly those at Sakha in Kafr El Sheikh, and Sids in Beni Suef.

The office space in the MOA, Dokki, Cairo appears adequate. It is used by the administrative management staff, but is seldom used by the technical assistance team because of its distance from Barrages Center, 30 kilometers north of Cairo. It does seem reasonable that the TA team be located in their offices at Barrages for accessibility to CAMD staff. The office space available at Barrages appears somewhat inadequate for programming at this time. However, plans for construction of a learning resource center have been approved and this will alleviate some of the present overcrowding.

The CAMD activities are housed in three primary buildings. The administration building houses office space for all staff, the library, one set of classrooms (one large lecture room, and three smaller activity classrooms), the staff development room, storeroom, and audio-visual room. The other two buildings are a dormitory and a classroom building and have been constructed under the AMDP grant. At this time construction of a cafeteria and a learning resource center have been approved.

Construction on the dormitory and classroom building was completed in less than one year. This is commendable for a construction project in Egypt. The facilities are now being utilized and have allowed for program expansion. Two resident programs can now be concurrently run which greatly expands the potential impact of the CAMD. Both buildings appear well organized and maintained. Maintenance must be continually emphasized so the quality of the structures does not deteriorate. At the present time screens are not located on the windows in the classroom building. Because it is anticipated that upper level management staff may in the future be involved in training at CAMD and further because flies, mosquitos and insects are distracting during training sessions, it is recommended that screens be put on this building. The physical environment is an important aspect in the training program. The addition of screens would greatly improve the present classroom environment.

The Barrages Training Center provides an atmosphere conducive for a residential training program. The grounds are attractive and the adjacent recreational facilities complement the Center in creating a good residential educational environment.

The Horticulture Training Center is also located at Barrages. Prior to the construction of the dormitory and classroom buildings, CAMD used the dormitory and classroom facilities of the Horticulture Training Center. These did not meet the standards desired by CAMD and also made programming difficult because of overlapping programs. These difficulties have now been alleviated.

The CAMD library was located at the MOA in Dokki, Cairo, until June 1983 when it was moved to Barrages. This has greatly increased its accessibility to both staff and trainees. The library has a total of 1034 volumes, 969 - English and 65 - Arabic. Because most participants are not fluent in English, a recommendation would be to increase the number of Arabic books. The English material is often technical and may be difficult for Egyptian trainees to comprehend. The TA team did discuss the difficulty of locating resources in Arabic, however, efforts should continue in this area.

The library shelves, tables, and chairs seem adequate. The carpeting helps to provide a quiet environment. At this time there are plans to use the Dewey Decimal system to organize the library resources. The plan is good and should receive priority in implementation. Once the library is organized it will be able to be more fully utilized by both the staff and trainees.

Consideration should be given to centralizing all resource materials, print and audio-visuals. This centralization would make them more accessible to trainers and trainees. Once the learning resource center has been constructed the evaluation team would recommend that the library contain video and audio tapes and associated playback equipment.

A major problem of the center is the inadequate flow of electrical power to the facility. Power is frequently "lost"

for many hours. Thus, audio-visual equipment and air conditioning units are often not operable. Approval has been given for the acquisition of a generator. This should correct this problem.

Telephone communication is not presently adequate. There is only one telephone line between Barrages and Cairo, and there is no internal communication system. Again plans have been approved to install a new telephone system, as well as an internal communication system. Once this is installed, communication between CAMD and MOA should be improved.

The administration does not feel the present support staff is adequate for proper operations of the expanded facility. Salary schedules do not permit the hiring of a trained experienced staff, therefore, CAMD must assume the responsibility for training support staff members once they are hired. Employees usually have more than one job, i.e. cleaning, serving refreshments, and carrying messages, and this at times may detract from successful accomplishment of given tasks. As the number of buildings at the facility increases the support staff will also need to be increased. Maintenance of the physical facility is a priority and must be adequately planned into the CAMD operation. The evaluation team would recommend reviewing the salary schedule and staff numbers for the support staff. This assessment should project support staff needs when the additional CAMD buildings are constructed, as well as include recommendations for appropriate salary schedules and training needs for a trained, experienced support staff.

Television and Associated Audio-Visual Equipment

CAMD has had a video capability for some time. They can and do produce video tapes. Production of tapes other than of classroom activities or elementary production is dependent upon the help of outside consultants. This constraint is recognized by CAMD management. To obtain the degree of proficiency required for good production capability will necessitate a major investment in video staff training over a considerable period of time. It can also be anticipated that personnel once trained may well leave CAMD for the private sector as television expands in Egypt as it surely must. In any case substantial external consulting expertise will be required over the next two or three years.

Equipment currently held by CAMD is quite a mixture of manufactures. It is also of different ages. Much of it has been given to CAMD by other Egyptian training centers as well as being procured through purchases. This mix of equipment works but requires rather novel equipment interfacing.

At the present time there is an inventory of about 100 tapes and more are planned. Video can be a powerful training tool as well as a medium of communicating development problems and progress. Proper use is dependent not only upon equipment, maintenance and facilities, but upon staff, particularly in a small operation like that associated with CAMD, where staff members must be proficient at more than one task. The ideal person is one who can conceptualize a video production, write a script, direct the production, act as the camera person and edit

the tape to produce a finished product. This person must also understand how the tape is to be used by the trainers.

Video tapes can be very effectively used in management training but a video production unit represents a capability that can serve a multiplicity of training programs. This is clearly understood by CAMD management. Apparently discussions have been held with the Minister of Agriculture about a Ministry wide use of the planned video facilities at CAMD.

Designating one central location for MOA video production makes considerable sense. However, it should also be accompanied by a staff development plan and a statement from the MOA spelling out an overall video policy to prevent needless duplication of equipment and insure adequate utilization. The staff development plan should be linked to the procurement of equipment, so that equipment would not sit idle or be misused by an ill-trained staff.

CAMD has approval for the renovation of a small building to house the planned video acquisitions. This building will be designated as the Learning Resource Center. It reportedly will be equipped with adequate air conditioning to provide the needed environmental temperatures for operating equipment needed to produce and edit video tapes. The space currently used to house video equipment and to produce tapes is not satisfactory. However, preventive maintenance is being performed by a contractor from Cairo.

30

The Center has other A/V capabilities including motion picture projectors, audio tapes and players, slide projectors and 35 mm camera equipment. These are normal and standard items needed to support any classroom training program. Equipment accountability is sometimes taken too literally. Action is being taken to adapt a system that will facilitate easier use of equipment by instructors.

Selection of Trainees:

The target audience of CAMD trainees is MOA mid-level managers, particularly those at the governorate level. For the purpose of this project, a mid-level manager was defined by job title. These titles include veterinarians, agricultural engineers, etc.

Potential trainees are nominated by liaison officers in each governorate. The liaison officer is also a MOA manager who assumed this additional role and is paid an incentive by CAMD. Once CAMD has received nominations, interviews are conducted by trainers to assess biographical and professional background data. Final selection of trainees is then made by the CAMD staff. No attempt is made to integrate managers from various technical areas because of logistic difficulties, however, this integration does appear to occur without direct attention. Groups of trainees include both men and women and a variety of job titles. Thus, there is critical interaction among the training group regarding the variety of management problems faced by MOA managers in governorates.

Course descriptions:

The management training unit at CAMD is divided into three sections reflecting the courses taught. These three courses are the Basic (Core) Management Development Course, the Advanced Management Development Course, and "Special" Courses (workshops).

Mr. Adel Salem Khalil is a senior trainer for the Basic Course and discussed the course curriculum, as well as its evolution since the initial ASIP. In 1978 Mr. Khalil was a participant trainee in the Basic Course. The two week course was taught entirely in English and was difficult to comprehend for many trainees. The Coverdale approach was followed strictly and few Egyptian agricultural examples were incorporated into the training activities.

Since 1978 modifications have been made in the Basic Course. At the present time the Basic Course is conducted over a three week period (18 working days) at the Barrages Training Center. However, when the course is taught at other training sites, only 12 - 15 days are used. This is due to employer constraints and is not controllable by CAMD staff. Expansion of the Basic Course from two to three weeks has allowed for greater participation by trainees in a class project. The trainers also feel they have more time to fully discuss course concepts and clarify them. Also some case studies using examples in the MOA And Egyptian agriculture have been developed and incorporated. The evaluation team does feel that in-depth analysis of the best use of this additional third week has not been done. This could be appropriately addressed by a comprehensive course evaluation. This course is now taught in Arabic and thus more readily comprehended by trainees.

Concepts covered in the Basic Course include:
communication skills, systematic approach to problem solving,
interpersonal relationships, conducting meetings, PERT, etc.

An outline of the course is included in Annex G .

The evaluation team was concerned that the Advanced Course has evolved more as a "review" of the Basic Course than a course devoted to advanced management practices. Personnel attending the Advanced Course have completed the Basic Course. Some time devoted to a review of skills acquired in the Basic Course makes pedagogic sense. However, if the Advanced Course is limited to such a review and fails to expand the managerial horizons held by middle managers it is not fulfilling its intended function. Trainees could develop an attitude that they have internalized all available management information and have little need for further management training. Again, it would be appropriate for the R & E unit assisted by either TA team members, or consultants to complete a study to determine the needs of trainees in an Advanced Course.

The "Special" Courses have been developed primarily due to special interests of CAMD staff and as responses to requests to

CAMD by its clients. Examples of courses held include: Current Topics in Management and Training, Interpersonal Management Skills, Constructive Criticism, Crediting, Listening, Handling a Meeting, Executive Secretarial Typing, and Executive Secretarial Skills. All of these were short workshops taught by the TA staff and conducted as staff development for CAMD. Courses developed and conducted by CAMD for MOA trainees include Financial Management, Planning and Evaluation, and "Newcomers." The Newcomers Course was developed and conducted specifically for the purpose of identifying potential CAMD trainers.

Course evaluations:

Course evaluations are conducted at the end of each course or workshop by the CAMD. A standard evaluation form of five questions (Annex E) is completed by each trainee to assess the quality of instruction, appropriateness of course content, and length of course. Recommendations are also made by the trainees. At this time no summarization of data has been conducted. Also little effort has been given to the development of a quality evaluation instrument. It would be appropriate for the research and evaluation unit to direct its activity towards the implementation of a comprehensive course evaluation. This would lead to recommendations for course improvements, and also improvements in the quality of instruction.

A needs assessment consultant has been contracted and will work in Egypt during November 1983. An evaluation consultant was working in-country during the time of this evaluation. These consultants will focus on course evaluation and course development. Thus, these areas are being actively addressed by CAMD.

The evaluation team discussed priorities on curriculum development with the DDG and the TA team. Specific recommendations and priorities were made by these staff members. First of all they recommend continued development of the Basic Course.

Additional case studies and projects using Egyptian agricultural examples and problems encountered by MOA mid-level managers should be incorporated into the Basic Course. Improvements in this have been made since the ASIP evaluation, however, continued improvement is needed. In fact in the ideal situation the generation of this type of material never ends.

Second, at this time the "Special Courses" are conducted somewhat randomly depending on special interests of trainers and as requested by clients. The DDG would like to see Special courses emphasizing management issues developed for functional areas of agriculture, i.e. mechanization, livestock production, financial management, and conducted on regular bases. A third priority focuses on job analysis and work studies in agriculture. The DDB recognizes that the present staff is not qualified to do this, but views it as a long-term goal. These studies would result in specific recommendations for courses needed by management employees in MOA.

The evaluation team is not sure the term and technology associated with a need assessment is thoroughly understood by CAMD staff. A job analysis is not a complete needs assessment. The technical assistance team should focus on this topic and the needs assessment consultant should train CAMD staff in conducting such assessments.

The evaluation team attended the graduation exercises for the two week Basic Course given for the Governorate of Alexandria on October 27th. As a part of the ceremony there were team reports from each of three teams that had undertaken a field exercise. These exercises are a part of the last week of the course. They are practicums designed to see how well the trainees have internalized the management skills and techniques presented in the course. Each team makes a half hour report on its project. Each team member participates in the presentation. The team tasks for this course included: a duck public sector farm, a chicken production public sector farm and an egg production public sector farm.

Presentations were very good. It was clear from the management analysis conducted by each team that the team members understood each of the operations, the technology it employed, the organizational structure, operating procedures and marketing techniques. Each team used the management skills taught in the course in both the analysis of the organization and in a discussion of the problems encountered by the farms. There is little doubt that the majority of the trainees had acquired enough understanding of the course skills to use them in the appropriate manner.

The degree of enthusiasm, the extent of personal involvement, the intergroup cooperation and the investment of time exhibited by trainees is a good, though indirect, indicator of their

assessment of the value of the material presented and the professionalism with which it was presented. Based upon our observations and on limited conversations, the members of the evaluation team would rate the Basic Course given at Alexandria a success. The CAMD instructors and coaches clearly had established excellent rapport with the trainees.

Certificates were presented by the Undersecretary for the Governorate. This was done with much more than a pro forma attitude.

There remains, as in all training programs, the question of how will this training be used once the trainee returns to his or her job. This is a difficult question to answer and is almost an impossible one to measure with any precision. There are almost an innumerable number of variables that affect trainee's performance once he returns to work. Hence, a direct cause and effect relationship rarely exists. The training given in the Basic Course and at the CAMD Course are designed to improve managerial performance within the MOA. Some of the changes implicit in CAMD training have considerable organizational implications-- decentralized decision making and delegation of authority, to cite two examples. President Mubarak has indicated that he supports such changes, yet today, a trainee returning to his job and trying to practice or implement training in these areas would be moving counter to the existing organizational norms and values.

CAMD has recognized this constraint. Trainees are told and instructed to implement the acquired skills and knowledges, and hence their inherent value, within the range of their activities and with staff that they supervise. This is a sensible and reasonable approach. It, in fact, represents a realistic long-term change strategy, the only real option available unless major organizational changes were decreed from the top. Evidence was available to the evaluation team that indicated that many of the skills taught were being used in analysis and planning functions by trainees back on the job. Hence, MOA management does "feel" the impact of CAMD training programs. (See Annex F)

CAMD, has organized and partially implemented a follow-up procedure to reinforce the learning acquired in courses and to deal with problems encountered by trainees after they have returned to work. This has not been fully implemented because of a shortage of instructors and an expanding training load. To date the Research and Evaluation Unit has not been active in follow-up work in either of its dual roles. Problems associated with the inability of the R & E unit to become involved in these activities are discussed elsewhere in the report.

The evaluation team had occasions to interact with present and past trainees. During the discussions, trainees were candid about their views of the management training courses. They said that the "program was too short when condensed to two weeks in the governorates," "the content stressed human behavior which was appropriate," and "the trainers were excellent." "The sessions were good, but too concentrated." The enthusiasm of the trainees for the Basic Course and specific examples given of how they had incorporated the techniques into their work, indicated that the course was successful.

AMDP Evaluation Report Expansion

Add to page 25a

During the time of the evaluation, the team was able to visit with former trainees on 3 separate occasions. These occurred at Tanta, Alexandria, and Port Said. A total of 66 former trainees were involved in these discussions. In addition the evaluation team observed classes and spoke with selected trainees while they were attending classes at the Barrages Training Center.

The former trainees felt strongly that they were far better managers following their participation in the Management Training Courses. All of these trainees had attended the Basic course and many had also attended the Advanced or Special courses. The things they felt were most important, ^{lessons} ~~which they learned~~ were (1) a systematic approach to problem solving, particularly learning to set goals, then planning to meet those specific goals, and (2) how to work in groups and listen to subordinates, as well as learning to delegate tasks to subordinates. The latter point was emphasized repeatedly by the former trainees. They discussed how they learned a great deal about human behavior and actually started to realize the potential of the people who were working for them. They felt much more able to work successfully at their jobs because they were finally utilizing the capabilities of their subordinates.

The supervisors of the trainees also felt they were better managers after having attended the courses. They could see that fewer problems crossed their own desks because these trainees were now taking the responsibility to solve some of their own problems, without always seeking upper level decisions on minor problems. Both the supervisors (upper level managers) and the trainees (mid level managers) felt they were indeed better managers for having participated in the AMDP training courses.

The impact on the functioning of the NOA would be difficult to detect at this time. Because the 1154 trainees represent such a small percentage ^{of} ~~to~~ the 150,000 NOA employees, they do not yet have the numbers to make a significant impact. However, this is a beginning and because behavior changes are being observed by upper level management, it would be the opinion of the evaluation team that impact on the functioning of the NOA would be seen in the future.

Mr. Ali El Dakroury, a member of the evaluation team summarized the future scope of work as follows.

"Although the center is trying to expand its efforts to cover as many of the MOA employees categorized as middle managers as possible, it seems that the number is quite large, and consequently a long period of time would be needed to achieve proper coverage of the targeted groups. Preliminary estimation shows that the number of employees in this management level may be close to 3000 persons. Moreover, the Agriculture cooperative managers cannot be neglected if we aim to introduce changes and innovations in management of managerial skills, therefore an additional 5000 staff members should be included in the targeted group. This totals about 8000 middle managers which would have to be trained, with additional follow up at reasonable intervals. The present level of CAMD performance with all available resources implemented can ensure coverage of the targeted group in a period of time not less than 12 years. If the new comers in MOA management are also considered, this period would be longer. Assuming that five years is a reasonable period in which to finish the training of all MOA middle managers, CAMD programming would need to be tripled. Such expansion would require additional physical, financial, as well as manpower resources. The establishment and the staffing of two training centers, one in Upper Egypt and the second in the Delta (including newly reclaimed lands) would be justified and is recommended by MOA management."

This summary illustrates that to have real impact on MOA functioning, the activities of CAMD would need to be greatly expanded. This may be unrealistic at the present time, given the staffing constraints. However, CAMD is having impact on individual managers who are then influencing their staffs which ultimately can lead to a change in the management style of the MOA. At this time, it does appear too early to identify real changes in MOA functioning, however with the indications of behavior changes with the managers trained, it would seem reasonable to encourage this training program to continue and also to expand its efforts.

Impact on women:

In the AMDP Project Paper (263-0116) special note was made on the importance of increasing women's access to the management training program. Specific recommendations were that (1) the number of women participants be increased, (2) the project facilities be improved in order to accommodate participation by women, and (3) there be greater use of governorate facilities which would not require women to travel from their homes overnight, thus removing one barrier to their participation.

The project has made progress in this area. Statistics do not exist to allow us to determine the percentage of women managers in the MOA. Hence, it is not possible to determine if the percent of women participating in the CAMD programs is appropriately proportional to the MOA workforce. At this time a total of 64 women have participated, which is 5.5 % of the total number of trainees.

All except 9 of these women have participated in programs held in the governorates. The dormitory facility at CAMD is still not appropriate to house both men and women at the same time so special arrangements must be made, and cultural barriers still exist to prohibit co-educational dormitory housing. The women interviewed by the evaluation team strongly indicated that they would not have been able to participate in a 2 - 3 week course if it were not held in their governorates. They are not able to leave their homes for that length of time. The women did indicate that a 2 - 3 day workshop held at CAMD would be feasible for them to attend, provided separate housing arrangements were made for them.

The CAMD staff does include several dynamic women who serve as role models for the women managers within the MOA. These women should continue to be involved in programming as they have an important impact on the MOA employees.

Discussions with the MOA women managers also indicated they confront particular problems because they are women in a field staffed predominantly by men. The TA team is currently assessing the need for a special course or workshop focusing on "Women in Management." The evaluation team feels such an assessment is appropriate and whatever follow-up activities are indicated should be actively pursued.

Impact of Conducting Courses outside Barrages:

CAMD located at Barrages is an ideal residential training center and optimum location for the management training program.

However, in order to have real impact on MOA management, the program must be expanded to the governorates. Conducting two consecutive courses at Barrages involves only 50 trainees, thus even if courses were held continuously, only 850 trainees would be involved each year. With over 10,000 MOA mid-level managers training them all at Barrages would be impossible. The CAMD DDG is targeting to train all MOA managers over a five year period. To accomplish this 200 trainees must be trained per month, or 8 courses could have to be conducted per month. At the present time CAMD can conduct a maximum of 3 courses per month. Expanding into the governorates would directly affect the number of MOA managers involved.

Women in particular said they could not participate if the programs were only held at CAMD. Cultural restrictions do prohibit most women from residing at Barrages for a three week training program. The program is more intensive when held in the governorates and condensed to two weeks, also the support services are not optimum. However, the potential benefits are far greater than when the courses are limited to the Barrages Training Center.

Appropriateness of Coverdale:

The evaluation team was given the specific task of evaluating the appropriateness of using the Coverdale technique in conducting the Basic Course. Through class observation, and discussion with trainees and trainers, the team does feel that the Coverdale technique has been appropriately modified and is useful to the objectives of CAMD. This technique does permit the development of some communication skills which are an important aspect of the management development course. Trainers did discuss that they have modified the technique and with the addition of one week of coursework, have been able to successfully use it. Because this is one of the first experiences most of the MOA staff have had in both adult education and particularly in group discussion/activities, there is some initial resistance to the Coverdale approach. However, after 1 - 2 days these difficulties disappear. The TA team did express some concern about use of some of the "Gaming techniques." They recommended that some of these be modified to more specific agricultural activities. This recommendation should be considered as a part of the course. evaluation and then necessary modifications made.

Egyptian Supplement Resource Book:

A recommendation of the ASIP evaluation was that an Egyptian Supplement Resource Book be developed in English using Egyptian agricultural examples for use in the Basic Course. Efforts were started on this, but abandoned when time and personnel resources became limited. The Resource Book does exist, but is not suitable and not used. The examples are considered too sophisticated and abstract for use in the Basic Course. The examples include farming technical practices, not management problems. Instead of devoting resources to the development of this book, they were directed towards revising the Basic Course and this would appear to be appropriate. Egyptian agricultural examples have been incorporated into the Basic Course, thus meeting the real objective of the Egyptian Supplement Resource Book. The Book is on file at CAMD and may be used in the Advanced Course or in Special Courses as they continue to be developed.

Participant Training:

Three types of training using offshore resources were specified in the ADMP paper (263-0116). They included 125 person months of long-term training, 60 months of short-term training and 20 short courses held in Egypt by U.S. institutions, to provide training not available from Egyptian institutions. By January 1984 66 months of offshore long-term training and 20 months of offshore short-term training will have been utilized. No short-term courses in Egypt have been conducted by U.S. institutions. Egyptian consultants have conducted 6 courses at CAMD.

Staff development for CAMD and its adjunct or liaison staff in the Governorates through the participant training process has encountered a number of minor problems. The technical assistance administrative support staff requested to monitor and support participant training was dropped from the contract. However, shortly after Odis Kendrick arrived Dr. Gheith asked him to make arrangements with AID and Westinghouse to provide for participant training using unobligated grant funds. A total of 45 people will be trained outside Egypt. To date 12 people have been or are currently in training.

This task has taken about 6 to 8 weeks of Mr. Kendrick's time. While this training is an important element of the project, it should not continue to demand so much of his time. Improving CAMD and providing needed technical assistance should occupy almost all of his time. 2

In processing personnel for participant training through the AID Mission and through the Office of International Training in AID, Washington, a number of difficulties have been encountered. The mission project officer, Mr. Swanson, seems to have acted promptly and in support of the desired training. However, the mission training office is reported to have been slow, officious and curt in its relationship with the Egyptians nominated for training.

The person assigned by the mission to do the exit interviews is reported by CAMD technical assistance personnel to have been "very tough" with the departing participants creating an unfavorable impression. Operating a participant training office in the mission can produce a number of frustrations and tensions. There are times when the training office finds that participants are trying to manipulate the officer, playing one party against another, or are trying to stretch the training grant to provide travel or other benefit beyond the grant authorization. Yet this office plays a critical public relations role. It should be firm but courteous in its relationship with host country trainees. There are reports that this is not the case. The evaluation team did not have time to look into this issue. It is recommended that Mission Management examine the operating style of the training office.

The Office of International Training is reported to have handled cables, paper work and PIOT's in a less than satisfactory manner.

This in turn seems to have generated some conflict between OIT and technical assistance project managers (AID and CAMD). This dispute swirled around the identification of schools and universities for participants. The technical assistance team, with Dr. Gheith's approval and Mr. Swanson's concurrence, identified two schools for two long term trainees. These schools were the University of West Florida and the USDA Graduate School. These institutions were contacted and courses of instruction agreed upon. This seems to have been a good selection given both the academic backgrounds of the trainees and the very rural background of one of the selectees. (The participants had requested Purdue and Stanford).

It is not clear why OIT did not concur in the use of the University of West Florida. Whether it was time, prior experience with University of West Florida or commitments already made to the University of Miami, OIT assigned two participants University of Miami and the other two to USDA Graduate school. The latter assignment was in accordance with CAMD and the Mission recommendation.

Some participants encountered a number of adjustment problems. It was only through the intervention of Mrs. Susan McInturff of Westinghouse's Columbia Office that they were persuaded to stay in school. One of them was even prepared to repay funds and return to Egypt.

Adequacy of CAMD Staff:

Learning Resource Unit:

The evaluation team did find a lack of skilled technicians in the learning resource unit. The evaluation team strongly recommends identifying highly skilled personnel and/or training personnel in order to have this unit function effectively.

Administration Unit:

A shortage of English typists was identified by CAMD personnel. Attempts have been made to alleviate this problem through staff development workshops conducted on typing and executive secretarial skills. However, the attrition rate for these secretaries once they have been trained is very high. The shortage of skilled English typists and executive secretaries is prevalent throughout Egypt. The evaluation team would recommend continuing the pursuit of hiring and/or training skilled administrative support staff as needed.

Research and Evaluation Unit:

The evaluation team did not feel the research and evaluation unit staff was equipped for truly developing and conducting a comprehensive program in research and evaluation. The team would recommend re-evaluation of personnel in this unit. Because the focus of evaluation activities should be changed, a change in personnel may be appropriate at this time.

Organizational Development:

The organization development staff is new and does need further training in organizational development concepts. The strengths of this staff are its enthusiasm and interest in creating a dynamic OD unit within CAMD. As discussed in the section on OD, the evaluation team does support the offshore participant training for the OD staff and would recommend further staff development for this unit.

Training Unit:

The training unit staff is also to be commended on their enthusiasm and active involvement in the delivery of CAMD courses, both at Barrages and in governorate locations. They are an obviously committed and professional group of trainers. Currently there is a shortage of trainers, primarily because four senior trainers are now in the U.S. for long-term participant training. The shortage of qualified trainers is the primary factor limiting the expansion of CAMD courses offered. The classroom building and dormitory are constructed, thus two residential courses could be offered continually at Barrages if the staff existed to conduct the courses. The evaluation team would recommend staff development for trainers as a continued high priority for CAMD. The evaluation team would caution that expanding course offerings too quickly, prior to fully training the staff, would lead to deterioration in quality of programming and is not recommended.

Contribution of Technical Assistance Team:

In September 1982, the two person long-term technical assistance (TA) team arrived in Cairo and began work with CAMD. After two months, Westinghouse and MOA determined that the Chief of Party was not effective and removed him. The present chief of party was hired in December 1982 and the TA team has functioned successfully since that time. Both members of the team are competent and professional in their assignments. They advise CAMD and actively participate in all phases of programming.

The Management Advisor/Chief of Party is providing technical advice regarding the implementation and evaluation of CAMD activities. He assists in scheduling programs, supervises the training administrator, develops linkages with outside projects, maintains the liaison with USAID/Egypt, has regular weekly communication with the contractor's home office, and prepares quarterly reports. He has also assumed the primary responsibility for coordinating long and short term offshore participant training. This activity is in addition to his contracted responsibilities. It requires a great deal of time and should be re-evaluated concerning its appropriateness as his responsibility. The Chief of Party fully cooperated with the evaluation team and was open and frank about all phases of his work and CAMD programming. He also assumed the primary responsibility for scheduling the evaluation team's on-site visits throughout Egypt to provide for the observation of as many CAMD activities as possible.

The Training Administrator does provide technical assistance in the selection and training of CAMD staff. His present involvement in a "Newcomer's Course" directly relates to this activity. He assists in the development of materials for the Basic Course, although this responsibility is carried primarily by the CAMD staff trainers. He assists in developing a program of Special Courses, coordinates CAMD programs and makes needed arrangements. He assumes responsibility for the day to day administrative details of the TA team, prepares needed reports, and supervises local staff. A primary responsibility at this time is that of participating in the delivery of CAMD courses. Over the past three months he has held numerous workshops, and participated in many days of actual classroom training. The TA team feels this may be a good contribution to CAMD at this time. However, they hope it will not continue to involve the majority of the Training Administrator's time. The evaluation team would recommend the TA team reassess the importance of using the Training Administrator in the classroom for such extensive amounts of time. Because of his other contractual responsibilities it is not appropriate for him to spend the majority of his time in actual teaching.

The contract called for the assignment of 25 person months of short-term technical assistance to be used for consulting and course development or course delivery. The evaluation team observed three of these consultants actively involved in CAMD. They were specifically a consultant for video program development and an organizational development consultant and an evaluation consultant. The TA team has also scheduled a needs assessment consultant during November 1983.

56

A total of 12½ person months will have been used by January 1984.

The TA teams feels the contribution of the short-term consultants is an appropriate and valuable one. They have been able to target on specific CAMD needs, identify consultants, and contract with them. The evaluation team recognized the active participation in CAMD by consultants and felt this aspect of the project was functioning well. The TA team members also felt that two long-term professionals provided the appropriate amount of assistance to the project.

The evaluation team would recommend that the Chief of Party not continue to be burdened with the time consuming task of organizing offshore participant training, and that the training administrator not spend a majority of his time in classroom training. It suggested that the contract be amended to provide for a full time administrative assistant who would handle the processing of participant training. It is anticipated that the work load associated with participant training will increase.

CAMD's Relationship with the governorates and public sector farms:

CAMD has established a formal relation with the governorates. This has been accomplished by designating liaison officers in each of the thirteen governorates. This function is a collateral duty. Each liaison officer receives a small payment (incentive) from CAMD for these additional services. On the first Monday of each month the liaison officers meet with members of CAMD's staff. At these meetings both general information is discussed as well as the status of trainee nominations, problems associated with the attendance at any of the various courses offered by the center. Liaison officers also assist CAMD with arrangements for training to be given by CAMD within a particular governorate.

The Center is to be commended for establishing this linkage with the Governorates. In addition to its value as a communication channel this association is the type of activity that serves to connect the CAMD organization to key elements in the MOA. It should also be noted the CAMD has employed this technique in Mariut where it is conducting an OD program with the public sector farming operation.

Handwritten signature or initials in the bottom right corner of the page.

CAMD information flow to MOA and other linkages:

Dr. Essam Z. Gheith, Project Director of AMDP is the direct link to the MOA. All contact with the MOA goes directly through him and all information from the MOA comes directly to him. This type of linkage is typical of Egyptian organizations and it would be beyond the scope of this project to change. Dr. Gheith's personal role in the linkage with the MOA is significant. At such time when there would be a change in personnel in his position, the functioning of CAMD could be directly affected. Dr. Gheith is accessible to and supportive of CAMD staff, knowledgeable about programming and flexible concerning CAMD course changes and staff innovations. This direct participation in CAMD activities is important and commendable. However, Dr. Gheith does have numerous other responsibilities which make it impossible for him to devote maximum attention and energy to CAMD.

CAMD did function for nearly two years without any technical assistance. Also, Dr. Gheith replaced the former CMD director in January 1982.

All linkages with government agencies outside the MOA are informal. These are primarily made by contacts the CAMD trainers have with personnel in other government agencies. Formal linkages were not designed as a part of the project and thus do not exist.

CAMD is now one of the training centers within the MOA training organizations. Dr. Gheith also is the director of the Training Department in the MOA, as well as the Director General of CAMD. This dual role has been useful to CAMD.

There are also informal linkages to other agricultural projects. The CAMD has worked with the Management Development for Productivity Project (MDP) and the World Bank Project for Mechanization (WBP-M). Joint work with MDP involved the development of a management resource file. In Summer 1983 the CAMD developed and delivered a course on management for the World Bank Project for Mechanization. The CAMD is also linked with the National Institute of Management Development (Sadat Academy), the American University in Cairo, and Cairo University via the use of consultants and trainers from these institutions in their training programs.

60

Spread Effect:

The management training organization, CAMD could act as a model to introduce management training in other sectors of interest to AID. This would begin the process of improving management skills within more segments of the government.

At present the target group of the AMDP is the middle managers in the MOA. Since there are an estimated 150,000 employees in the Ministry the number of middle managers must be in the tens of thousands. CAMD's programmed target of training some 2000 middle managers will be met and very likely exceeded. It would be possible using the experience gained through CAMD to expand the effort. If this were to occur consideration should also be given to including other ministries that also have significant roles in the Agricultural Sector.

This project can be duplicated. This does not necessarily mean that a series of CAMDs would be generated. What we have learned is that one can successfully introduce management training into the MOA. How one provides a training delivery system to train at a higher rate and in various locations within MOA or other ministries is a design question.

Conclusions and Recommendations

Conclusions:

1. AMDP is well underway and in some areas progressing ahead of schedule. The institution is being fully utilized and has established a good reputation within the MOA for quality management training programs. All units within CAMD are performing their assigned function, except for the Research and Evaluation unit.
2. The number of governorates served by CAMD has exceeded its goal of eight. It is presently serving 13 governorates and proposes to expand its programs to four additional governorates. 1158 trainees have participated in CAMD courses. There should not be any problem in reaching the project goal of training 2000 mid-level managers by 1985. It is expected that CAMD will exceed this number by the PACD.
3. The innovation of developing an organizational development unit within CAMD is an appropriate and productive one. This unit is developing well and should provide the center with an excellent management training tool as well as generating management information for analysis purposes.
4. The Basic Course has been revised to increase the number of Egyptian agricultural examples, specifically in the use of case studies. The recommendation of the ASIP evaluation concerning the Basic Course has been implemented.

5. The Basic Course has been taught in several governorates in addition to using the Barrages Training Center. This has had a direct effect on the number of women trainees able to participate. Because cultural restrictions limit their ability to spend three weeks at Barrages, they would not be able to participate in their present numbers unless the courses are conducted in their home governorates.
6. The TA team is doing a first rate job. The home office, Westinghouse Overseas Service Corporation, is providing very good team backstopping. Weekly telephone communications are held between the Chief of Party and the Westinghouse home office.
7. The participant training program is going well. It is anticipated that the rate of training will increase during the next year. Some administrative and communication difficulties have been experienced with OIT. While the mission services CAMDs participant training needs, there are reports of less than professional attitudes in dealing with participants.
8. To produce a sizeable number of trained managers within the MOA, the size and scope of the training effort will need to be expanded. The CAMD will need additional support in order to undertake this task.

9. Financial resources seem to be managed well and prudently. The payment of per diems during training was not a concern of participants. Because there was a two year delay in the contracting of the technical assistance team, some dates given in the project have slipped; this includes dates in the financial plan.
10. The course content seems to be appropriate for the needs of MOA mid-level managers. Course evaluation and revision should be a continual process in order to achieve excellence in the training program. The R & E unit's work should be refocused to help achieve this excellence.
11. The video unit in the learning resource center is appropriate for CAMD activities. However, the TV activities suffer from lack of trained staff.
12. The facilities at CAMD are good. The buildings constructed under the project have been completed and are well maintained. Proposed additional construction is also progressing on schedule and seems appropriate to the project.
13. The Egyptian Project Director (DG of CAMD) and the DDG of CAMD are both excellent professionals and provide valuable expertise for the continued development of CAMD. The project is fortunate to have such an outstanding management staff.

14. The project design is good and the implementation of the design has not presented significant problems. The Mission interest in the project has been excellent, particularly noteworthy is the attention given CAMD by the Mission project officer.
15. The Coverdale methodology has been adapted and revised since the ASIP evaluation. It now includes more Egyptian examples and appears to be used well in the Basic Course. It does assist in the development of communication skills, a primary objective of the Basic Course.
16. The goal of establishing a management training center within the MOA has been achieved. It is now one of five training centers within the MOA. The U.S. equivalent of an organization chart showing this is in the process of being approved by the Minister of Agriculture.
17. Follow-up workshops should be conducted with the trainees following completion of the Basic Course. The workshops are needed to monitor the trainees and continue to assist them in management development.

Recommendations:

1. AID should continue its support for CAMD and maintain the existing positive relationship between AID and CAMD.
2. CAMD is a successful management training center. It is also a small center that can not be expected in its present state to train the estimated 3,000 middle managers in MOA and an additional 5,000 agricultural cooperative managers. Logically a sector approach to agricultural management training is attractive. Management is the critical factor in insuring that machinery, credit, irrigation, seeds, research and other major development inputs are used in a timely, integrated, effective manner. The management component and management training is often overlooked. Approaching the management factor through the Training Department of the MOA would ensure effective management in these technical areas, and across the whole sector. Hence, it should be given top priority in the agricultural sector approach. If this strategy is followed there are additional thousands of managers from the Ministry of Land Reclamation and the Ministry of Irrigation who will need to be trained. It is recommended that AID and CAMD commission a thorough study of a sector approach to agricultural management training. In the meantime it is recommended that AID amend AMDP (263-0116) to enable CAMD to gradually expand its resources to cover MOA management training needs in all the governorates and public sector farming companies. (See Annex H.)

3. CAMDs management, the Westinghouse Technical Assistance team and the AID project officer are encouraged to place a high priority on making the R & E unit function in direct support of CAMD's management training role. Because the R & E is small and in need of considerable staff development, it is recommended that the current baseline management survey be contracted out. This would allow time for an education and training process while defining R & E's role and relationship to other units in CAMD.

The R & E function represents a potentially powerful management development resource. The problem that unit should address is capturing applied operational management data from trainees in various courses, OD exercises, and a study of organizational/managerial processes within the MOA. This material should be analyzed to identify management and organizational constraints within the MOA, governorates and the public sector farming companies. Once such information is identified it should be fed back into curriculum development and also perhaps organized into short articles or newsletters. Such "publications" could increase awareness in the MOA, management issues or problems.

4. The offshore participant training program should continue and should be expanded for the organizational development staff, R & E staff and training unit staff. Because some difficulties were encountered by participant trainees in AID/OIT and USAID/C, AID management should review these difficulties. The ADMP Chief of Party should no longer be directly involved in processing offshore participant trainees. An administrative assistant should be hired for this function, as this time consuming activity will increase in the forthcoming months.

5. Functional statements should be developed for each of the five units within CAMD. A current file, in English, outlining all courses should be developed by the TA team. This should include objectives, topics covered, and examples of training activities.

6. It is recommended the USAID Cairo support a MOA video production capability at CAMD, provided that the equipment procurement plan is accompanied by a video staff development plan. AID Cairo should encourage the MOA to issue a "policy statement" spelling out an overall video policy to prevent needless duplication of equipment and insure adequate utilization.

7. The training advisor should no longer spend a large portion of his time engaged in classroom training. He should focus on course development and identification of staff development needs.
8. The use of Egyptian and American consultants should be continued both as consultants to the MOA and for staff development.
9. The USAID Agricultural staff should "collect" examples of management problems and organizational issues encountered in other projects and provide them to CAMD. CAMD should begin a process of identifying, collecting and classifying these materials.
10. To improve the classroom building, screens on windows should be installed. The current status of the three jeeps owned by CAMD should be reviewed, with recommendations that they be either surveyed, repaired or traded for other more useful vehicles.

Footnote:

The evaluation team picked up comments from a number of contractors outside of this project and a few in this project that are considered to be worth passing along. These comments deal with difficulties in clearing spare parts and training materials (video tapes) needed for the project, through Egyptian customs. It has taken as long as three months for some of these items to clear customs and many many hours of contractor time.

The Embassy has reduced services and support given to contractors. A recent example: the service of taking pictures for Embassy ID cards has been dropped. While this certainly is a minor matter it is indicative of the shift. Today Contractors are an integral part of the development team, performing roles that AID technicians did 10 - 12 years ago. Any assistance that the Embassy/mission can provide related to these items would seem to serve the project.

February 6, 1983

Dr. Essam Z. Gheith
Director General
Center for Agricultural
Management Development
General Dept. for Training
Ministry of Agriculture
Dokki, Giza

Subject: Agricultural Management
Development Project, 263-0116
Implementation Letter #6
Amendment No. 1

Dear Dr. Gheith:

This letter is to respond to your letters of 12/1/82, 1/19/83, and 1/23/83. Suggestions from our controller's office are also incorporated in this, a major revision of PIL No. 6 as originally issued. First of all, the original PIL was issued in the LE equivalent of US \$. This approach is confusing in that it makes it difficult for your staff to keep track of LE expenditures, US dollar expenditures, conversion rates, etc. This revision will convert life of project budget line items to LE, will include an additional line item as you suggested in your letter of 1/19/83, and will incorporate the inflation and contingency line items in the functional line items, thus making your internal budgeting and planning more useful. The revised illustrative life of project budget follows

Dr. Essam Gheith
2-6-1983

-2-

<u>Budget Item</u>	<u>Old Budget</u> \$	<u>New Budget</u> \$	<u>New Budget</u> LE
1. Training - In country (local source)	164,000	185,000	151,770
2. Commodities Training Equipment/Supplies	5,000	155,588	127,640
3. Operating Expenses and Miscellaneous			
a) Surveys & Evaluation	125,000	125,000	102,545
b) Trainee Travel and Perdiem	106,000	155,000	127,155
c) Staff Travel & Perdiem	22,000	70,000	57,425
d) Cairo Office Operation	21,000	335,000	226,713
e) Reproduction & Transla- tion	30,000	35,000	28,713
4. Consultants (local)	-0-	35,000	28,713
Subtotal	473,000	795,000	652,674
5. Inflation	251,638	-0-	-0-
6. Contingency	70,950	-0-	-0-
Total	795,588	795,588	652,674

This new life of project budget reflects your requests, and past expenditure patterns. As implementing agency for this revised budget, you may exceed any individual line item by 25%, however, the LE equivalent (presently calculated to be LE 652,674) of the total US dollar budget of \$795,588 may not be exceeded. Payment provisions remain as stated in the original PIL, and as specified in the attachment.

I hope this revision facilitates implementation of the project. Any questions regarding use of the revised budget should be referred to Dr. Swanson, the Project Officer. Best wishes for continued success at the CAMD.

Clearances:

AGR/A:ARadi

LEC:BBRYANT

FM/FA:RKramer

FM/FO:TClarkson

AGR/A:JSwanson: ss

2-6-1983

Sincerely yours,

Raymond E. Fort
Assistant Director for
Agricultural Resources



Annex B

UNITED STATES AGENCY for INTERNATIONAL DEVELOPMENT

CAIRO, EGYPT

January 28, 1981

Action Memorandum for the Director

Thru : Mr. Owen Cylke, DD

From : Karen Wiese, AG *KW*

Subject : Project 263-0116, Agricultural Management
Development: PIL #6

Discussion: PIL #4, dated 10/22/80, requested further information from the Ministry of Agriculture, Center for Management Development clarifying the procedures by which the Ministry would monitor and disburse per diem and travel expense payments to be made under Subject Project. We have received this information and consider this satisfactory in detail. Therefore I consider CP 4.3 of the Subject Grant Agreement fully satisfied. At this time, in accordance with Article 3, Section 3.1, of the Project Grant Agreement I would like to proceed to make funds available to the Ministry in an amount up to the LE equivalent of \$1,619,080. These funds are provided to pay local currency costs in support of project activities.

Recommendation: It is recommended that you approve the report and transmit the attached Implementation Letter to Mr. Sayed Fahim, Director of the Center for Management Development.

Approved: *[Signature]*

Date: 1/29/81

Clearances: AG:RFort *RF*
AG:MWinter *MW*
PRG:JBlackton *JB*

LEG:BBryant *B*
CON:GO'Brien *GO'Brien 1/29*

Attachment: Letter from the Center for Management Development, October 27, 1980.

AG:KWiese:mf - 1/28/81

11/1/85

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
SCHEDULE OF IMPLEMENTING AGRICULTURE AND FOOD SECURITY PROJECT INPUTS
AGRICULTURE AND FOOD SECURITY DISTRICT
PROJECT # 253-0116
AS OF MARCH 31, 1983
(U.S. \$)

Gov't Implementing Agency:
Ministry Of Agriculture And Food Security (MOAFS)

AC. Date: 08/26/80
PACD : 06/30/85
TDA : 12/31/84
TDD : 09/30/85
Project Officer:
Swanson

Code No.	Description	Implementing Document	Init. Date	Expir. Date	Obligated	Disbursed	Unliquidated	Accrued	Total Expend.	Unexpended
11163083-21-21	Westinghouse	Contract LE	08/82	-	223,017.27	32,667.42	190,349.85	15,000.00	47,667.42	175,349.85
11163083-22-21	Westinghouse	L/Com 11601	08/82	12/85	1,407,588.00	200,567.00	1,199,021.00	135,000.00	343,567.00	1,064,021.00
11163083-21-22	M.E.L.S. Co.	PIL #10	04/82	-	954,317.46	470,336.87	483,980.59	0.00	470,336.87	483,980.59
11163083-42-23	Global	PIO/C 00079	06/81	01/82	160,000.00	139,267.61	20,732.39	0.00	139,267.61	20,732.39
11163083-42-23	Global	PIO/C 00159	08/81	12/81	50,000.00	38,700.41	1,299.59	0.00	38,700.41	1,299.59
11163083-41-24	MOAFS	PIL #6	01/81	08/85	745,588.00	143,299.52	652,288.48	87,300.00	230,599.52	564,908.48
11163083-42-24	M. Sabot	PIO/P 00347	09/82	-	39,500.00	0.00	39,500.00	0.00	0.00	39,500.00
11163083-42-24	A. Bassy	PIO/P 00348	09/82	-	39,500.00	0.00	39,500.00	0.00	0.00	39,500.00
11163083-42-24	2 Particip.	PIO/P 00396	03/83	-	15,800.00	0.00	15,800.00	0.00	0.00	15,800.00
11163083-42-24	H. Tolba	PIO/P 00397	03/83	-	7,900.00	0.00	7,900.00	0.00	0.00	7,900.00
11163083-42-24	S. Mahmoud	PIO/P 00398	03/83	-	7,900.00	0.00	7,900.00	0.00	0.00	7,900.00
11163083-42-24	A. Salem	PIO/P 00399	03/83	-	7,900.00	0.00	7,900.00	0.00	0.00	7,900.00
11163083-42-24	S. Zayed	PIO/P 00400	03/83	-	11,300.00	0.00	11,300.00	0.00	0.00	11,300.00
11163083-42-24	2 Particip.	PIO/P 00401	03/83	-	15,600.00	0.00	15,600.00	0.00	0.00	15,600.00
11163083-41-25	Misc.	Fully Liq.	-	-	168.00	168.00	0.00	0.00	168.00	0.00
11163083-42-25	E. Fahim	PIL # 7	08/81	-	4,500.00	0.00	4,500.00	0.00	0.00	4,500.00
11163083-00-20	Unsub-oblig.	-	-	-	1,269,221.27	0.00	1,269,221.27	0.00	0.00	1,269,221.27
Total (72-1101037)					5,000,000.00	1,033,006.83	3,966,993.17	237,300.00	1,270,306.83	3,729,693.17

تم إعداد هذا الجدول من قبل مكتب الدراسات والبحوث الزراعية
 في وزارة الزراعة والموارد الطبيعية في جمهورية مصر العربية
 في شهر مارس 1983م

Annex C

hc

Annex D

Number of Trainees by Course and
Employment Location

Employment Location	Course			Total
	Basic Course	Advanced Course	Special Course	
Beni Suef	75	12	33	120
Minia	98	5	34	137
Kafr El Sheikh	102	8	40	150
Dakahlia	80	4	78	162
Gharbeia	55	26	5	86
Sharkeia	91	27	5	123
Alexandria	35	3	1	39
Menoufia	-	3	1	4
Kaloubeia	56	41	-	97
Giza	50	84	5	134
Port Said	25	-	4	29
Assiut	8	-	-	8
Mariut	-	2	-	2
Fayum	1	-	-	1
Sohag	1	-	-	1
Ismalia	12	-	-	12
CAMD	11	1	21	33
MOA	-	10	5	15
Totals	700	226	232	1158

Put a circle around the answer that expresses your opinion on the following questions. Comment briefly on your reasons.

• How do you evaluate this program in general?

1 2 3 4 5 6 7

excellent very poor

Reasons:

• Do you think that the program courses will help you do your job in a better way?

1 2 3 4 5 6 7

very helpful no help at all

Reasons:

• Do you think that the program timing was proper according to the period of the program--during the day?

1 2 3 4 5 6 7

proper not proper

Reasons:

• To what extent did the coaches and the trainers help you to understand the program contents and subjects?

1 2 3 4 5 6 7

very much very little

Reasons:

To what extent did the teaching technique help you to understand the program contents and subjects?

1 2 3 4 5 6 7

very much very little

Reasons:

Annex F

Evaluation team "follow-up" discussions with CAMD trainees:

The evaluation team was able to spend time in Tanta with a group of 17 CAMD trainees. These MOA managers had participated in various CAMD courses, including the Basic Course, Advanced Course, and some Special Courses. They were able to identify specific examples of how the concepts and skills taught in these management courses were implemented by them once they returned to their jobs in the governorate. By summarizing these examples important data are provided which illustrate the kinds of outputs available from ADMP.

1. The Undersecretary for Agriculture in this governorate also had a specific example of how his managers have changed in their work styles since returning to their jobs after DAMD training. The Undersecretary is two levels above the mid-level managers in the organizational structure. However, he could identify that fewer problems cross his desk by this group of managers. He stated that they now solve more of their own problems, thus directly influencing the management in the upper levels of the MOA.
2. A manager was confronted with the problem of producing 15,000,000 eggs per year given a limited number of laying hens. He also had to market these eggs. He stated that at first he was overwhelmed with this problem situation. However, he decided to attempt to use a Systematic Approach to solve this

egg production and marketing. He also stated that he did not simply depend upon himself to solve this problem. Through CAMD's Basic Course he also learned to recognize that his subordinates can assist him in his work. So he included them in the development and implementation of his plan. The plan is now functioning and the egg production and marketing are progressing on schedule.

3. A second manager was responsible for the cropping pattern and rotation plan for the agricultural land in his district. He used SA to review the cropping pattern for his governorate, his district, and each village within his district. After the review, he developed priorities, then a timetable for cropping and crop rotations in his district. He has now implemented the plan and it is working well.

4. A third manager was responsible for cooperatives in his district and was asked by the cooperative farmers to develop a plan for pesticide control. This stemmed from problems farmers were having regarding their orange crops. Pesticides were being administered improperly, and oranges were falling from the trees prior to being mature enough to be harvested. This manager's district covered an area of 1000 feddans. The manager wrote specific objectives for this project and developed a systematic plan for using pesticides by the farmers. The farmer implemented the plan and are no longer having problems with their oranges. An additional conclusion evolved from this project.

73

In developing and implementing the plan for pesticide control, the manager had to work with five editors, one from each of the five cooperatives in his district. He concluded that the work would be more efficient if he had one supervisory editor for the five cooperatives. He is now considering implementing such a reorganization

5. Another manager stressed the importance of having the concept: in the Basic Course integrated. He felt of primary importance was learning to integrate ideas and listen to subordinates. He is responsible for the cooperative marketing of the cotton crop in his district. He chose to use SA to develop a plan for this marketing. He involved his subordinates which helped him come up with a realistic plan. He set objectives and planned how to collect the crops from the district, and also how to obtain the best price for farmers. He now pays the farmers immediately upon delivery of their crops, instead of having a delayed time payment. This directly affects the economic situation of the farmers in his district. He has also implemented a program of daily afternoon meetings with his subordinates during the period of crop collection to solve specific problems which occurred during that day.

**Basic Course Schedule by Topic
Held at Barrages Training Center**

Week	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
I	Introduction	Systematic Approach	Aims	Skills	Mutual Observation	Interaction
II	New Groups Reference Books	PERT	Joining and Steering Exercise	Problem Solving	How to Manage Meetings How to Write Reports	Leadership Styles and Jobs
III	Research Report Preparation	Staff Development	Communication Process (or T.A.) Begin Project	Field Project Visit		Report Presentation Closing Ceremony

Annex G

80

**Basic Course Schedule by Topic
Held in Governorate**

Week	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
I	Introduction	Systematic Approach	Aims	Skills	Mutual Observation	Interaction
II	New Groups Reference Books	PERT	Problem Solving Field Project Preparation and how to Write reports	Field Project Visit	Report Preparation	Report Presentation

Annex 6 (cont.)

Annex H.

The Place of Training in the Sectoral
Approach for Agricultural Development

By: Dr. Osman El Kholey, Dean, College of
Agriculture, Minufia University, Egypt

Training, both internal and external, is highly emphasized in various drafts of the sectoral approach. This was quite obvious since the first drafts of the document. The sectoral program for agricultural development is designed in a way that as the MOA absorbs into its mainstream the project modules in which new ideas and procedures have been tested, common elements of those projects, relating to procurement and training must be incorporated into appropriate functional divisions of the MOA, and be funded under its regular budget. It was proposed to provide training according to AID procedures. The recipient organization would be the Training Department of the MOA.

The sectoral program entirely depends on research and extension. For promotion of an effective linkage between these two related functions, a major staff development and training effort will be required. It will be necessary not only to hire persons, mostly in specialized short-term programs, for a broad range of functions, but also to orient existing staff to the attitudinal and behavioral requirements of a production-oriented service to farmers. The need to develop a competent core

of technicians for operation and maintenance of research facilities will also be addressed. It is envisaged that this training effort will be shaped in a way to promote the development of effective lasting linkages between selected U.S. and Egyptian centers of excellence and to nurture patterns of research collaboration that would become part of the institutional fabric and independent of donor support upon termination of the grant. A necessary concurrence effort will seek to develop the capacity of Egyptian training institutions for Agricultural scientists, for technicians, and for farmers.